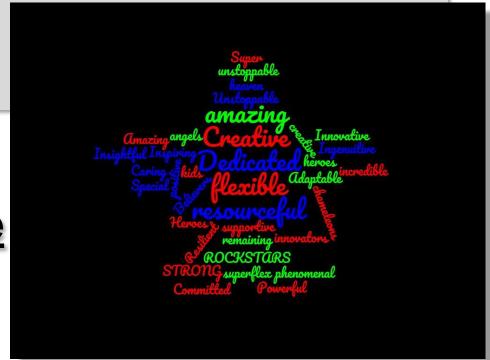
Welcome!

Maine Teachers Are





Endrew F. and It's Impact on IEP Development and FAPE: Eligibility and Eligibility Forms

Maine DOE
Office of Special Services
Monitoring Team



We have gathered Frequently Asked Questions.

Throughout the presentation, we will speak to these FAQs, and all responses to them will be included at the end of the PP.

If you have others, please feel free to contact us.





Introductions: Team Members

Colette Sullivan - Acting Federal Programs Coordinator -

Prior to joining MDOE in August 2018, I was a Special Education Teacher for 30 years. I worked primarily with students with Autism.

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Leora Byras - Special Education Consultant -

Before joining the MDOE in September 2018, I taught Special Education in various capacities for 25+ years. I very much enjoyed working with students who were identified with behavioral disabilities.

leora.byras@maine.gov

Anne-Marie Adamson – Special Education Consultant –

Before joining the MDOE in March of 2020, I was a special education teacher and IEP coordinator in the public schools for 12 years and enjoyed every aspect of it. Prior to that, my experience was teaching preschool and Kindergarten.

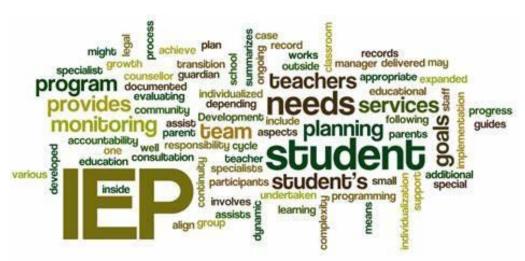
anne-marie.adamson@maine.gov



Agenda

- 1. Introductions
- 2. Endrew F. and it's impact on IEP development and FAPE
- 3. Overview of Eligibility Criteria
- 4. Eligibility Forms
- 5. Questions





Welcome!

What do you think all these people had in common?

Julia Roberts

Rowan Atkins

Franklin Roosevelt

Andrea Bocelli

Mohammed Ali

Damon Wayans

Agatha Christie

Albert Einstein

David Beckham

Helen Keller

Ludwig Von Beethoven

Michael J Fox

Sarah Bernhardt

Vincent Van Gogh

http://3b4efb995be6c5c64252-c03f075f8191fb4e60e74b907071 aee8.r12.cf1.rackcdn.com/2164868_1411078960.8477_multi.jpeg All of these people are known for their amazing abilities.



And benefitted from incredible Special Education teachers like you!



Endrew F. vs. Douglas County School District

https://www.youtube.com/ watch?v=CF7RmLJo32c



What is the Purpose of an IEP?

The Individuals with Disabilities Education Act (IDEA) says the purpose of an *Individualized* Education Program (IEP) is "to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes **special education** and related services designed to meet their *unique needs* and prepare them for further education, employment and independent living", and to promote movement back to general education.



How is FAPE Defined in the IDEA?

Under the IDEA, FAPE is defined to include special education and related services that:

- (1) are provided at public expense, under public supervision and direction, and without charge;
- (2) meet the standards of the State educational agency (SEA), including IDEA Part B requirements,
- (3) include an appropriate preschool, elementary school, or secondary school education in the State involved; and
- (4) are provided in conformity with an IEP that meets the requirements of 34 CFR 300.320 through 300.324.

Further, each child with a disability is entitled to receive FAPE in the Least Restrictive Environment. (LRE).



Section 1: SAU, Date Sent to Parent and Child Information

SAU or CDS Site: Date IEP Sent to Pa	arent:		
1. CHILD INFOR	RMATION		
Child's Name:		Annual Date of IEP Meeting:	
Date of Birth:		Duration of the IEP:	
Age:	Grade:	Date of Next Annual IEP Meeting:	
School/Program:		Date of Re-Evaluation:	
Parent/Guardian Name:		Date(s) of Amended IEP:	
Child's Address:		Case Manager:	
City, State, ZIP:			
State Agency Client	? □ YES □ NO		



Section 1: SAU, Date Sent to Parent and Child Information

The date of the annual review must not exceed 364 days from the last annual IEP meeting:

Annual Date of IEP Meeting: 10/5/2019

Duration of the IEP: 10/15/2019-10/14/2020

Date of Next Annual IEP Meeting: 10/4/2020

(5) To review, at least annually, the Individualized Education Program of each child with a disability to:



2. DISABILITY				
☐ Autism	☐ Deaf-Blindness	☐ Deafness		
☐ Developmental Delay (3-5)	☐ Developmental Delay (Kindergarten)	☐ Emotional Disturbance		
☐ Hearing Impairment	☐ Intellectual Disability	\square Visual Impairment (including Blindness)		
☐ Other Health Impairment	☐ Orthopedic Impairment	☐ Speech/Language Impairment		
☐ Specific Learning Disability	☐ Traumatic Brain Injury	☐ Multiple Disability		
		(check all applicable concomitant disabilities)		



A child with a Disability is an Individual Who -

- Has reached the age of 3 years;
- Has neither graduated from a secondary school program with a regular HS diploma nor reached 20 years of age at the start of the school year;
- Has been observed in the learning environment/classroom setting;
 and
- Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.
- A child with a disability shall have one or more of the disabilities listed in MUSER VII.2.A-M



Autism -

Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

34 CFR 300.8(c)(1)(i-iii)

Procedures for Determination

- Data from general education interventions, if appropriate, utilizing research based intervention techniques indicate that the response to general education intervention is not adequate.
- Diagnostic impressions will be based upon an evaluation undertaken by a qualified professional who is qualified to make a diagnostic impression under the DSM codes for pervasive developmental disorders.

Deaf-Blindness –

Deaf-Blindness means a concomitant visual and hearing impairments, the combination of which causes such severe communication, and other developmental and educational needs that he cannot be accommodated in special education programs solely for children with deafness or children with blindness.

34 CFR 300.8(c)(2)

Procedures for Determination

- Deaf-Blindness is a separate eligibility category. These children should not be categorized or counted as multiply disables, unless there is another distinct disability and the team in unable to determine the primary disability.
- Audiological and medical evaluations are utilized as part of the multidisciplinary evaluation in determination of eligibility.



Deafness –

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the child's educational performance.

34 CFR 300.8 (c)(3)

Procedures for Determination

- Audiological and medical evaluations will determine the diagnosis under this criterion.
- Once deafness is diagnosed, further assessments by specialists in the field of deaf education are needed for the IEP Team's determination of adverse effect on educational performance and language acquisition. These additional assessments may be conducted by a Teacher of the Deaf/Hearing Impaired, a speech-language pathologist, or other qualified personnel, as deemed appropriate by the IEP Team.



<u>Developmental Delay</u> –

A child with a disability aged 3-5, may, at the discretion of the local educational agency, include a child experiencing developmental delays, as defined below and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and who, by reason thereof needs special education and related services.

20 USC 1401 (a)(3)(B)(i-ii)

- The measured delays must be so significant as to adversely affect the child's educational performance or achievement in age-relevant developmentally, and individually appropriate activities such that the child does not achieve or perform at a level commensurate with that of typically developing children of the same age.
- Every effort will be made to identify a child's primary disability under one of the other Part B eligibility criteria, reserving developmental delay for those situations in which a clear determination cannot be made under any other category.

DD – Procedures for Determination

- A developmental delay will be determined through the use of standardized measures intended to examine all five areas of development, and administered by a qualified individual with formal training in professional standards of the assessment of young children.
- Criteria for identifying significant delays are scores of at least 1.5 standard deviations below the mean in at least two of the five listed domains or 2 standard deviations below the mean in one of the five listed domains.
- The composite standard score of the overall domain will be used to determine a standard deviation below the mean in a developmental area.
- The identification of a young child with a developmental delay will include consideration of an observation of the child in the learning environment or an environment appropriate for a child of that age, to document educational performance and behavior in the areas of difficulty. The observation will be done by a certified special education personal, other than the child's current provider.
- The IEP Team will determine if the child's delay adversely affects the child's Meducational performance.

<u>Emotional Disturbance</u> –

Emotional Disturbance means a condition which exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's educational performance:

- (a) An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (b) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) Inappropriate types of behaviors or feelings under normal circumstances;
- (d) A general pervasive mood of unhappiness or depression;
- (e) A tendency to develop physical symptoms or fears associated with personal or school problems.

Procedures for Determination

- Data from general education interventions. If appropriate, utilizing research based intervention techniques indicate that the response to general education intervention is not adequate.
- Evaluation will be done by qualified personnel who is qualified to make a diagnostic impression under the DSM codes.



Hearing Impairment –

Hearing impairment means an impairment in hearing whether permanent or fluctuating, that adversely affects the child's educational-performance but who is not included under the definition of deafness in Section VII.(2)(C) of this rule.

34 CFR 300.8(c)(5)

Procedures for Determination

- An audiological and a medical evaluation are to be utilized as part of the multidisciplinary determination of eligibility under this criterion.
- The IEP Team will determine if the impairment adversely affects the child's educational performance.



Intellectual Disability -

Intellectual Disability means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affect the child's educational performance.

34 CFR 300.8(c)(6)

Procedures for Determination

- Diagnostic impression will be based upon an evaluation completed by a professional who is qualified to make a diagnostic impression under current DSM codes, as part of the multidisciplinary evaluation.
- The IEP Team will determine if the impairment adversely affects the child's educational performance.



Multiple Disabilities -

Multiple Disabilities means concomitant impairments the combination of which causes such severe educational needs that the child cannot be accommodated in special educational programs solely for one of the impairments. The term does not include children who have deaf-blindness.

34 CFR 300.8(c)(7)

Procedures for Determination

- have a diagnostic report which specifically articulates the distinct documented disabilities-the combination of which causes such severe educational needs that the child cannot be accommodated in special education programs solely for one impairment. The disabilities are concomitant.
- If the IEP Team is unable to determine a primary disability and the conditions under (a) are met, the child should be categorized as a child with multiple disabilities.



- If a child qualifies as Multiple Disability,
 - o you must identify the *concomitant* disabilities
 - disability as identified by those listed in Section 2 (not by diagnosis)
- Multiple Disability Identification (2017-2018):
 - ME-DOE Administrative Letter 14 (May 7, 2018)
 - National Percentage: 2.34%
 - State Percentage: 10.77% (3 states/territories higher)



Orthopedic Impairment -

Orthopedic Impairment means a severe orthopedic impairment that adversely affects the child's educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g. cerebral palsy, amputations and fractures or burns that cause contractions).

34 CFR 300.8(c)(8)

Procedures for Determination

- A referral shall include a diagnosis from a licensed physician as to the existence of an orthopedic impairment, resulting from a congenital anomaly, disease or other condition.
- The IEP Team will determine if the impairment adversely affects the child's educational performance.



Other Health Impairment -

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia, Tourette Syndrome and adversely affects the child's educational performance.

34 CFR 300.8(c)(9)



OHI – Procedures for Determination

- Data from general education interventions, if appropriate, using research based intervention techniques indicate that the response to general education intervention is not adequate.
- The I.E.P Team shall consider any available written diagnoses, and/or educational, psychological or medical evaluation results relevant to the identification process.
- Current diagnostic criteria must have been considered in making the diagnosis or diagnostic impression.
- The I.E.P Team shall review written reports of observations conducted across settings including observations within the educational environment, if the child is participating in an educational environment. These observations must include a comparison of the referred/identified student's behaviors to same-aged peers' behaviors from the same environment.



OHI – Procedures for Determination continued

- When considering eligibility due to an attention deficit hyperactivity disorder, diagnostic impressions of ADHD must be based on a multi-method and multiinformant assessment process conducted across multiple environments including the educational setting for children participating in an educational setting. Methods for ADHD assessment must include at least the following:
 - ✓ psychosocial history
 - ✓ clinical interviews
 - ✓ structured observations of the child's behavior in the educational setting.
 - ✓ Behavior rating scales measuring features of attention, hyperactivity and impulsivity across multiple settings including the educational setting; and
 - ✓ Measure that rule out other disorders that may manifest with similar symptoms.
- A child with a medical condition listed under Other Health Impairment may also be eligible under another category if he or she meets the criteria for that other category and needs special education and related services. All children who have one or more conditions listed under Other Health impairment are not necessarily eligible to
 receive special education services under IDEA.

Procedures for Determination

(All Steps Required)

- Data from general education interventions, if appropriate, utilizing research based intervention techniques indicate that the response to intervention is not adequate.
- For assessments that provide standard scores, the criteria for determining disability will be in the moderate to severe range for the child's age as determined by the rating scale.
- For assessments that do not provide standard scores, criterial for a moderate to severe disability must be met by the quantifiable measure as determined by the rating scales
- For clinical observations documenting the effect of communication on educational performance in evaluation reports, the criteria for meeting a moderate to severe disability must be detailed by the examiner as determined by the rating scales.
- Evaluation data shall entered into a rating scale by the IEP Team which measures a moderate to severe level of speech or language impairment in all levels of assessment.
- Diagnosis will be by a licensed or certified professional who is qualified to make a diagnosis under this criteria.

Speech or Language Impairment –

Speech or language impairment means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects the child's educational performance.

34 CFR 300.8(c)(11)



Specific Learning Disability –

Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that my manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing or motor disabilities, of intellectual disability, of emotional disturbance or environmental, cultural or economic disadvantage.

34 CFR 300.8(c)(10)



SLD – Procedures for Determination

- Evidence from multiple viable and reliable sources demonstrates that the child does not achieve adequately for the child's age or State approved grade level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, mathematical problem solving; and
- The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State approved grade level standards, or intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.



SLD – Procedures for Determination continued

- To determine a pattern of strengths and weaknesses, the IEP Team must consider the following:
 - data collected when using a process based on the child's response to scientific, research-based intervention; including general education interventions;
 - Classroom performance data;
 - Achievement data based on summative assessments, State assessments or scientifically-based assessments;
 - Psychological processing data from standardized measures to identify contributing factors: and
- The group determines that its findings are not primarily the result of
 - Visual, hearing or motor disability
 - Intellectual disability
 - Emotional disturbance
 - Cultural factors
 - Environmental or economic disadvantage or
 - Limited English proficiency



Traumatic Brain Injury –

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgement, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing and speech. The term does not apply to brain injuries that are congenital or degenerative, or bran injuries induced by birth trauma.

Procedures for Determination

- Evaluation will be done by qualified personnel who are qualified to make the diagnosis
- The IEP Team will determine if the impairment adversely affects the child's educational performance.



<u>Visual Impairment</u> <u>Including Blindness</u> –

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects the child's educational performance. The term includes both partial sight and blindness.

34 CFR 300.8(c)(13)

Procedures for Determination

(All Steps Required)

 A child displays a visual impairment when a visual impairment or progressive vision loss has been diagnosed by a licensed, qualified optometrist or ophthalmologist, and the diagnostic report indicates that the child displays a visual impairment.



- Document the disability based on the initial or reevaluation eligibility decision (identifies areas of need)
- 2. Eligibility requires the use of at least one of these forms:
 - a. Speech or Language Impairment Eligibility Form
 - b. Specific Learning Disability Eligibility Form
 - c. Form for Determination of Adverse Effect on Educational Performance



<u>Procedure for Determination of Adverse Effect</u> <u>on Educational Performance</u> –

This procedure applies only to the following disability eligibility categories: Autism, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Intellectual Disability, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Traumatic Brain Injury and Visual Impairment including Blindness.

This section does not apply to the following disabilities where the demonstration of adverse effect is not required as a condition for special education eligibility:

Deaf-Blindness, Multiple Disabilities and Specific Learning Disability.



Section 2: Disability

<u>Documents Used to Determine</u> <u>Adverse Effect</u> –

- Determination of Adverse Effect Procedural Manual pgs. 6-11
- 2. Specific Learning Disability Eligibility Form Procedural Manual pgs. 62-73
- 3. Speech or Language Impairment Eligibility Form Procedural Manual pgs. 74-81



The Maine State Required Forms Procedural Manual. (DOC, updated 08.01.2020) The Department, in collaboration with a group of special education administrators, developed this manual as a resource for educators looking for guidance in the proper use and interpretation of the Maine state required forms. Currently containing sections covering the IEP, Written Notice, Summary of Performance, and Form for the Determination of Adverse Effect on Educational Performance, the Manual, when completed, will include a section for each of the required forms.



Eligibility Forms

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Adverse Effect on Educational Performance

	Depar	tment of ucation			
Fo		ation of Adverse Effe	et on		
		al Performance eation Regulations (MUSER VII.	3)		
Date of Meeting:		SAU:			
Child's Name:		School:			
Date of Birth:	Grade:	School Phone:			
Parent/Guardian Name:		School Address:			
Parent/Guardian		City, State Zip:			
Address: Parent/Guardian		School Contact:			
Citv. State Zio:		ocrioor corridor.			
earning Disability, Speed	th or Language Impairs affects definition (MUS	ment, and Deaf-Blindnes ER II.3)	\$.	ecific	
earning Disability, Speed adverse effect/Adversely he word "adverse" com letrimental." To "adverse han a minor or transient on data sources and objetn educational performation and the same adverse effect heach category and professional pro	th or Language Impairs affects definition (MUS monly means "harmful by affect" means to ha hindrance, evidenced ective assessments with ance does not include a de peers in the general ewed the following ass t resulting from the child evide verification by de	ment, and Deaf-Blindnes (ER II.3) , impeding, obstructing, tive a negative impact the by findings and observa a replicable results. An act a developmentally appro- al population. (essment(s) or data source d's disability [check one escribing the data that so	or nat is mo tions bo dverse e opriate	ore ased effect	
earning Disability, Speed dverse effect/Adversely he word "adverse" completimental." To "adverse han a minor or transient on data sources and object and a minor of age/gradulational performance of age/gradulational performance of the second performance	th or Language Impairs affects definition (MUS monly means "harmful by affect" means to ha hindrance, evidenced ective assessments with ance does not include a de peers in the general ewed the following ass t resulting from the child evide verification by de	ment, and Deaf-Blindnes (ER II.3) , impeding, obstructing, tive a negative impact the by findings and observa a replicable results. An act a developmentally appro- al population. (essment(s) or data source d's disability [check one escribing the data that so	or nat is mo tions bo dverse e opriate	ore ased effect	
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his form is to be used to dearning Disability, Speed Adverse effect/Adversely he word "adverse" complet timental." To "adverse han a minor or transient on data sources and object of a dedicational performation and the source of the source o	th or Language Impairs raffects definition (MUS monly means "harmful sly affect" means to ha hindrance, evidenced ective assessments with since does not include a lade peers in the general ewed the following ass thresulting from the child boxide verification by de wher or not adverse effer entile scores on national entitle scores on national entitle domain national	ment, and Deaf-Blindnes EER II.3) , impeding, obstructing, we a negative impact the by findings and observation a developmentally approact of the proposition of the	or nat is matitions bedverse eopriate ce(s) to of the bupports	ore ssed iffect oxes the	N/A*



Effective 8/1/19

Adverse Effect on Educational Performance

2. Do standard or percentile scores on nationally-normed, group- administered achievement test(s), including nationally-normed, curriculum- based measures, demonstrate adverse effect?	Yes	No	N/A*
Verification:			
3. Do any reports prepared by the SAU or presented by the	Yes	No	N/A*
parent/guardian that reflect academic or functional performance document adverse effect?			_
Verification:			
4. Does the child's performance on comprehensive assessments	Yes	No	N/A*
based on a system of learning results, or the Common Core as of 2014, or measurements of indicators within the Early Childhood Learning Guidelines, demonstrate adverse effect?			0
Verification:			
5. Do criterion-referenced assessments of academic or functional	Yes	No	N/A*
performance demonstrate adverse effect?			
Verification:			
6. Do child work products, language samples, or portfolios	Yes	No	N/A*
demonstrate adverse effect?			
Verification:	_		_
7. Does disciplinary evidence, or rating scales based on systemic	Yes	No	N/A*
observations in more than one setting (whenever possible) by professionals or parents/guardians, demonstrate adverse effect?			
Verification:			
8. Do the child's attendance patterns demonstrate adverse effect?	Yes	No	N/A*



ve 8/1/19 Determina

Page 2

Adverse Effect on Educational Performance

Verification:			
9. Do the child's social or emotional deficits (if any), as observed by professionals or parents/guardians in multiple settings (whenever possible), on clinical rating scales or in clinical interviews, demonstrate adverse effect?	Yes	No 🗆	N/A*
Verification:			
10. Other (add any other data sources)	Yes	No	N/A*
Verification:			
1.B. Was only one assessment/data source considered?	Υe	es	No
ne single assessment/data source is adequate for the determination of adverse ducational performance:	effect	on	7
II. Has the IEP Team determined that there is an adverse effect on educational performance resulting from the child's disability?	Υe		No
 The adverse effect that results from the child's disability is, (check one) of such a degree or kind that the child requires special education in order his/her education program. correctible through accommodations in the child's regular education program. 		efit from	n
nummarize the basis for the determination as to whether the child requires speci- order to benefit from his/her education program OR the adverse effect is correct accommodations in the child's regular education program.			n
the first box was checked, the child qualifies as a child with a disability under the Maine ducation Regulations and is entitled to an Individualized Education Program. If the sechecked, the child does not qualify as a child with a disability under Maine Unified Specifications and is not entitled to an Individualized Education Program.	ond box	was	al



		ınguage İmpai	ne nent of Cation irment Eligibility Regulations (MUSER V		
Date of Meeting:			SAU:		
Child's Name:			School:		
Date of Birth:		Grade:	School Phone:		
Parent/Guardian Name:			School Address:		
Parent/Guardian Address:			City, State Zip:		
Parent/Guardian City, State Zip:			School Contact:		
Does the child articulation se		ulation impairment	(including dismissal	YES	NO
Verification:					
	d exhibit a langua erity rating scale	age impairment bo ?	ased on the	YES	NO □
	d exhibit a fluenc ty rating scale?	y impairment base	ed on the	YES	NO 🗆
Tomiculon.					I .



If the team has checked YES to any of Questions 1-4, check YES on Question 5, then go to question 6. If not, check NO on Question 5; the child does not qualify as a child with a speech or language impairment.

. Does a	speech or lang	age impairment e	xist?		YES	NO □
		or language impo	irment adversely		YES	NO
erification		nal performance?				
	to Question 6 is		7. If NO, the child	does not qu	alify as a	child with a
			nt, the impairment is	of such nat	ture and o	learee that
[check	one and summ	arize the basis for th	at selection in the a			
	b. it can be ac		d through general e	education in	tervention	ns and/or
/erification	accommod	ations.				
pairment.	If the box in que		qualifies as a child weed, the child does n		_	_
pairment.					_	_
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speech or Language impairment Eligibility Form/Severity Kating Scales

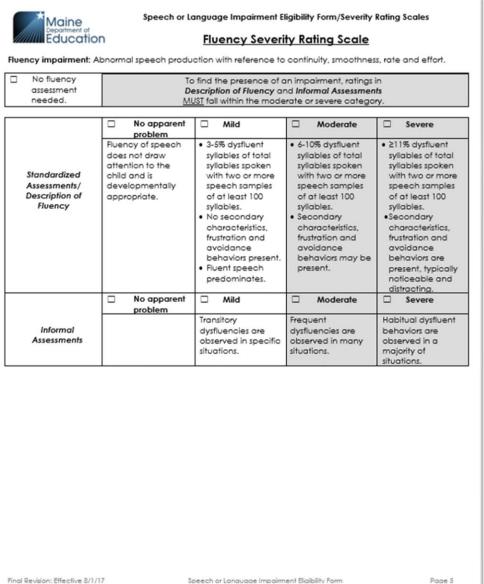
Language Severity Rating Scale

anguage impairment: Any deviation in form of language (phonology, morphology and syntax), the content of inguage (vocabulary, semantics), and/or the functional use of language (pragmatics) perceived to be outside ne allowable range for an individual's communication competence and not related to dialect or nguistic/cultural background. A language impairment adversely affects the child's educational performance s reflected by his/her social interaction, behavior, emotional development, vocational performance, ommunication, and/or participation in classroom activities as well as academic achievement.

	No language assessment needed.	Stan	dardized Assessments	an impairment, ratings and Informal Assessm erate or severe catego	ents
-	standardized Assessments	No apparent problem • A composite standard score <1.0 standard deviation below the mean. • Language quotient or standard score of ≥86. • ≥17th percentile.	Mild A composite standard score of 1.0 to 1.4 standard deviations below the mean. Language quotient or standard score of 78-85. 8-16 th percentile.	Moderate A composite standard score of 1.5 to 2 standard deviations below the mean. Language quotient or standard score of 71-77. 3-7 th percentile.	Severe A composite standard score of >2 standard deviations below the mean. Language quotient or standard score at or <70. S2nd percentile.
А	informal ssessments	☐ No apparent problem	□ Mild	☐ Moderate	□ Severe
• Lo	riterion ferenced anguage or seech samples ructured oservation	The child's language skills are within his/her expected language performance range on an informal assessment instrument.	Informal assessment indicates a language deficit.	Informal assessment indicates a language deficit that usually interferes with communication.	Informal assessment indicates the pupil has limited functional language skills. Communication is an effort. Child is nonverbal and cognitive ability has not been ascertained.



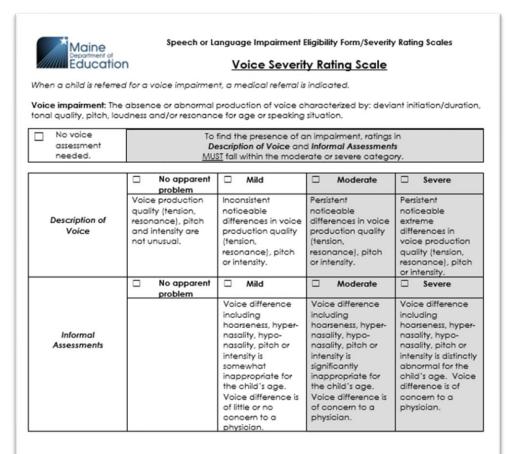
Spol Pavision: Effective 3/1/17





Speech or Language Impairment Eligibility Form

Page 5





Maine
Department of Education

Specific Learning Disability Eligibility Form

Maine Unified Special Education Regulations (MUSER VII.2.L)

Date of Meeting:		SAU:	
Child's Name:		School:	
Date of Birth:	Grade:	School Phone:	
Parent/Guardian Name:		School Address:	
Parent/Guardian Address:		City, State Zip:	
Parent/Guardian City, State Zip:		School Contact:	

Specific Learning Disability definition (MUSER VII.2.L):

The term means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disability does not include learning problems that are primarily the result of visual, hearing or motor disabilities, or intellectual disability, or emotional disturbance or environmental, cultural or economic disabvantage.

Part A: Qualifying Considerations

 Does evidence from multiple valid and reliable sources demonstrate that the child is achieving adequately for the child's age and is meeting State-approved grade level standards in all of the areas below? (MUSER VII.2.1(2)(a)(i))

YES	NO

For children from diverse cultural and/or linguistic backgrounds that place them outside the group on which standardized achievement tests were normed, consider only age or grade equivalent scores, not standardized scores. For such children, determinations in this section should be made using a multi-fiered problem-solving approach such as analysis of work samples and other performance data. (MUSER VII.2.1(2)(a)(a)).

If the answer to Question 1 is YES, the child does not qualify as a child with a specific learning disability under MUSER. Provide data supporting that determination in the area below marked "Verification" and proceed to Question 8.

If the answer to Question 1 is **NO**, indicate below the areas in which the child is not achieving adequately. Provide data supporting that determination in the area marked "Verification" and proceed to Question 2.

Oral expression	Reading fluency skills	
Listening comprehension	Reading comprehension	
Written expression	Mathematic calculation	
Basic reading skill	Mathematics problem-solving	

Verification:



	If the child is not achieving adequately in all areas, is the underachievement due to the lack of learning experiences and	YES	NO
	instruction appropriate for the child's age or state approved grade		
V	level standards? (MUSER VII.2.L(2)(a)(1)) ferification:		
٧	emicunor.		
m	aking this determination, the Team must:		
_	. Consider whether the child, prior to or as a part of the referral process, was	orovided appropriate in	estruction in requi
~	education settings, delivered by qualified personnel (MUSER VII.2.L(2) [b] [i] (1)		sirociorrirrego
b	 For culturally and linguistically diverse children and children from diverse ed 		, consider the
	extent to which the child has been exposed to culturally and linguistically a	opropriate instruction.	
he	e answer to Question 2 is YES, the child does not qualify as a child with a specifi	c learning disability und	er MUSER. Provid
00	mation supporting that determination in the area below marked "Verification"	and proceed to Quest	ion 8.
_	e answer to Question 2 is NO, provide information supporting that determination	· :- *b	/adfaariaan aad
	e arswer to Question 2 s No , provide information supporting that determination seed to Question 3.	in the dred marked V	remication and
^	If the child is not achieving adequately in all areas, is the child's lack of	of achievement primo	arily the result o
	any of the following factors? Provide evidence supporting each deter		
	"Verification."		
	15 11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	YES	NO
e	a. Visual, hearing or motor disability (MUSER VII.2.L(2)(a)(iii)(aa)) rification:	YES	NO □
e	rification:		33.50
e		YES	□ NO
	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))		
	rification:	YES	□ NO
	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))	YES	□ NO
	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))	YES	□ NO
	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification:	YES	□ NO
	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb))	YES	NO D
e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification:	YES	NO NO
e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc))	YES	NO NO
e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc))	YES	NO NO
'e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc))	YES	NO O
e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc)) rification: d. Environmental, cultural or economic disadvantage and/or	YES	NO NO
e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc)) rification:	YES	NO O
'e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc)) rification: d. Environmental, cultural or economic disadvantage and/or	YES	NO NO NO
'e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc)) rification: d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))	YES	NO NO NO
'e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc)) rification: d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))	YES	NO NO NO
'e	b. Intellectual disability (MUSER VII.2.L(2)(a)(iii)(bb)) rification: c. Emotional disturbance (MUSER VII.2.L(2)(a)(iii)(cc)) rification: d. Environmental, cultural or economic disadvantage and/or limited English proficiency (MUSER VII.2.L(2)(a)(iii)(dd-ff))	YES	NO NO NO



gr by le	oes the child exhibit a pattern of strengt erformance, achievement, or both, relat rade level standards or intellectual deve y the IEP Team to be relevant to the ider carning disability, using appropriate asse II.2.L(2)(a)(ii))	live to age, state-approved elopment that is determined utification of a specific	YES NO
		Verification of Strengths	Verification of Weaknesses
a.	Data collected when using a process that is based on the child's response to scientific research-based intervention, including general education interventions under MUSER Section III. (MUSER VII.2.1(2)(0)(6)(a))		
Ь.	Classroom performance data. (MUSER VII.2.L(2)(a)(ii)(bb))		
c.	Achievement data based on summative assessments in the district's core curricula, State assessments and/or published nationally norm- referenced assessments. (MUSER VII.2.1(2)(a)(ii)(c))		
d.	Psychological processing data from standardized measures to identify contributing factors, including standardized composite scores from nationally norm-referenced measures of skills such as, but not limited to, phonological processing, information retrieval and processing speed, language, working memory, long-term memory, short-term memory, auditory processing, visual spotial reasoning. (MUSER VII.2.1(2)(a)(ii)(dd))		
the a the a tracee the a	turally and/or linguistically diverse children, or spulation, e.g., many English learners struggle calculation. Inswer to Question 4 is NO, the child does no ed to Question 8. Inswer to Question 4 is YES, proceed to quest elevant behavior noted during the obse II.2.L.(2)(f)). The child must be observed ething) to document the child's academi II.2.L(2)(f)(i))	e with literacy skils but perform be t qualify as a child with a specific fion 5. rvation(s) and its relationship t in the learning environment (etter in less language-based skills such a clearning disability under MUSER. to academic functioning (MUSER (including the regular classroom
i. Ec	ducationally relevant medical findings (§:	MUSER VII.2.L(2)(g)(i)(IV))	
	re the evaluations utilized valid and relic erformed by qualified individuals? (MUS)		YES NO
P			



8. Doe	e a casallia lancoina disc	ability exist? (MUSER VII.2.L(2)(g)(i)	YES	NO		
a. Doe	es a specific learning also	ibility exist: (Musek VII.2.L(2)(9)(U	.,,			
answer is 1	fES, proceed to question 9.	child does not qualify as a child with a the disability is of such nature and	•			
the b	asis for that selection in t	he area marked "Summary"]:				
	the child requires special education and related services. (MUSER V.2.F(2))					
		 it can be adequately addressed through general education interventions and/or accommodations. 				
Summar	у:					
f the box i	in question 9/al is checked.	the child qualifies as a child with a sp	ecific learning disability under f	JUSER. If the bax		
		does not qualify as a child with a spec				
			5			
ream me	embers must certify the	eir agreement or disagreement	with this result by signing	below:		
certify r	my agreement with the	result of this report (MUSER VII.	2.L[2](g)(ii))			
Signatu	re	Printed Name	Title			
do not	agree with the result of	this report				
ignature		Printed Name	Title			
		1				
		1				
		1				
		1				
	Dissenting team me	mbers shall submit a separate s	tatement (MUSER VII 2 L(2	2)(a)(ii)).		
				1131111.		
	Disseming realitime					



How is the annual date of the IEP different from the duration of the IEP?

Maine Unified Special Education Regulations (MUSER) states "To review, at least annually…". The annual date is the date when the IEP meeting was held and will run for 364 days. Therefore, the IEP Team must reconvene an IEP meeting within 364 days.

The duration date reflects the life of the IEP itself, and also runs for 364 days.



When determining Multiple Disabilities, do we check all that apply?

Yes, on Section 2 of the IEP, check all that apply.

MUSER states, "Multiple Disabilities means concomitant impairments the combination of which causes such severe educational needs that the child cannot be accommodated in special educational programs solely for one of the impairments." Therefore, the IEP Team must discuss and agree on which disability categories are impacting the educational environment for the child.

Please note, a child may have a need for service in multiple areas, but this does not necessarily mean they should be identified as Multiple.

<u>Consider the following</u>: a child identified with Autism may require Speech/Language services, but the speech/language delays are most likely are characteristic of autism, and are therefore not <u>concomitant</u>.



Do all the questions on the Adverse Effect form have to be answered?

Yes, all the questions need to be answered by the IEP Team.

<u>Please note</u>: NA means <u>Not Available</u>. Therefore, if there is no data to support a "yes" or "no" then "NA" should be checked.



Do the eligibility forms need to be completed during the IEP Team Meeting?

- Yes, any appropriate eligibility forms must be completed during the meeting and a statement about this must be included in the Written Notice.
- The Specific Learning Disability Form must be signed by all Team members.
- Also, if there is a change in eligibility, it might be necessary to complete multiple eligibility forms.



Contact Hours

 If you would like 1 Contact Hour for watching this recording, please email:

Monitoring.doe@maine.gov

 You will be emailed 3 questions pertaining to this session.

 Upon return of the answers, you will be emailed a certificate.





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